

AP Language and Composition

Summer Reading Assignment

Congratulations on your decision to take Advanced Placement Language and Composition, a full-year college level course in rhetoric. Students will read mostly non-fiction work and study the approaches of various authors/speakers to a wide variety of subjects. You will respond to reading in multiple ways, including timed-writing practices, multiple choice practice, at least one research paper, and multiple formal essays. This course runs on a seminar format requiring active participation every day. Students will also prepare for the AP examination on Language and Composition in May, for which a fee is charged by the College Board. This course demands considerable time, effort, and commitment. If you have lukewarm feelings about English as a subject, reconsider. Seriously.

The following summer assignment will begin our conversations around deliberate writing. Failure to do any of the required assignments or to meet any of the deadlines will result in dismissal from this course. Email me if you have any questions about what is required; do not wait until the day the assignment is due. At that point if the assignment is not complete and correct, you're out of luck.

Complete the following tasks in the following order:

Task #1: Read the Pros, Collect their Writing Tips, and Reflect on your Own

Read *Bird by Bird* by Anne Lamott and two photocopied essays entitled "The Maker's Eye" by Donald Murray, and the paired essays "The Death of a Moth" and "How I wrote the Moth Essay – And Why" by Annie Dillard. **Synthesize** the advice from all the authors that makes the most sense to you into a list of 10 tips or insights about writing. You're looking for ideas that percolate across texts rather than ideas isolated within one individual text. Include quotes or snatches of ideas from individual authors with page numbers that support your conclusions about what Lamott, Murray, and Dillard suggest.

Following these tips, write a reflection about your own process of writing. Which of the tips you collected resonate with you? What are your inspirations as a writer? What is a writing task that you particularly enjoyed and why? What have been your greatest strengths or weaknesses as a writer? How do you hope to grow? Don't write what you think I want to hear; let me start getting to know your individual voice.

Task #2 Read, annotate, and analyze 2 movie reviews

Read and annotate two movie reviews about the same recent movie from two different reputable sources. Writing should be from 2010 or 2011 and must be appropriately well-developed (700-100 words)

Here are some suggested places to browse for model reviews.

NPR	http://www.npr.org/sections/movies/
New York Times	http://movies.nytimes.com/pages/movies/index.html
The Boston Globe	http://www.boston.com/ae/movies/
The Atlantic	http://www.theatlantic.com/entertainment/category/film/
Time Magazine	http://www.time.com/time/arts/
New York Magazine	http://nymag.com/movies/

Good annotations = Marking of entire text, words/phrases as well as longer passages

Markings correspond with notations in margins

Notations ask questions, summarize, analyze, identify purpose/theme of work

identify unfamiliar vocabulary, apply literary terms, consider structure

Choosing insubstantial and/or inappropriate sources or superficial annotations will result in an early conversation with me regarding your seriousness of purpose. Afterwards, complete a thorough “Textual Analysis” sheet for each piece analyzing author’s purpose, tone, and audience.

DEADLINE #1

➡ Drop off your writer’s tips, annotated movie reviews, and two completed Textual Analysis forms over the published movie reviews in the CHRHS main office (have date-stamped by office staff) or send **by August 1, 2011 (postmarked by July 29, 2010)** to:

Jamie Gillette
CHRHS
25 Keelson Drive
Rockport, ME 04856

I will electronically confirm receipt of your work through your provided email address.

Task #3: View a movie and write a review

This can be a new movie showing in a local theater or one available on DVD; multiple students may write a review on the same movie, but each review should demonstrate the author’s personal voice; it may NOT be the same movie featured in the essays analyzed for Task #2. I would NOT suggest reading a review of the movie you plan to review yourself; it will only hamper your attempts to be fresh and original.

For assistance, re-read *Bird by Bird* pages 23-27 for Lamott’s experiences writing food reviews; this may similarly describe your own process. Then, view and write a review of the movie, offering a convincing argument about its merits. Is it worth it? Craft a good hook, embrace your personal style, and use specific details. Remember Murray, Dillard, and Lamott’s advice and write something really polished.

DEADLINE #2

➡ Email me your original review **before 7:40 a.m. on August 30.**

jamie_gillette@fivetowns.net

I will electronically confirm receipt of your work with a reply email.

Failure to submit any of the three tasks by the stated deadlines will result in your immediate removal from the course and placement in an alternate English course.

I look forward to our year together. Visit my wikispace for other course information:

<https://english-gillette.wikispaces.com>

This site contains this document as a .pdf as well as live links to the suggested movie review sites for your use; bookmark it.